

**SUBMITTAL TO THE BOARD OF SUPERVISORS
COUNTY OF RIVERSIDE, STATE OF CALIFORNIA**

940



FROM: DEPARTMENT OF PUBLIC SOCIAL SERVICES

SUBMITTAL DATE:

July 27, 2010

SUBJECT: Request for approval of the Agreement with University of California, Davis for Training Services

RECOMMENDED MOTION:

That the Board of Supervisors:

1. Approve and ratify the Chairman of the Board to sign the attached Agreement # AA-01758 with University of California, Davis for the period of August 1, 2010 thru June 30, 2011 for an amount not to exceed \$ 28,152.
2. Authorize the Director of the Department of Public Social Services (DPSS) to administer the contract.
3. Authorize the Purchasing Agent, in accordance with Ordinance No. 459, to exercise the renewal option, based on the availability of fiscal funding, and to sign amendments that do not change the substantive terms of the agreement, including amendments to the compensation provision that do not exceed 10% annually.

Susan Loew

Susan Loew, Director

**FINANCIAL
DATA**

Current F.Y. Total Cost:	\$ 28,152	In Current Year Budget:	Yes
Current F.Y. Net County Cost:	\$ 1,610	Budget Adjustment:	No
Annual Net County Cost:	\$ 0	For Fiscal Year:	10-11

SOURCE OF FUNDS:

Federal Funding: 54.23% State Funding: 33.80%; County Funding: 5.72%;
Realignment Funding: 5.65%; Other Funding: 0.60%

Positions To Be Deleted Per A-30	<input type="checkbox"/>
Requires 4/5 Vote	<input type="checkbox"/>

C.E.O. RECOMMENDATION:

APPROVE

BY: *Debra Courmoyer*
Debra Courmoyer

County Executive Office Signature

MINUTES OF THE BOARD OF SUPERVISORS

On motion of Supervisor Tavaglione, seconded by Supervisor Stone and duly carried by unanimous vote, IT WAS ORDERED that the above matter is approved as recommended.

Ayes: Buster, Tavaglione, Stone, Benoit and Ashley
Nays: None
Absent: None
Date: August 31, 2010
xc: DPSS, Purchasing

Kecia Harper-Ihem
Clerk of the Board
By: *Kecia Harper-Ihem*
Deputy

Prev. Agn. Ref.:

District: All

Agenda Number:

ATTACHMENTS FILED
WITH THE CLERK OF THE BOARD

3.64

Purchasing: *Mark Seiler*
Mark Seiler, Assistant Director
County Purchasing Department

Departmental Concurrence

Dale A. Gardner 8/12/10
Dale A. Gardner
County Counsel

Dep't Recomm.: ☒ Policy
Per Exec. Ofc.: ☒ Policy
☐ Consent
☐ Consent

TO: BOARD OF SUPERVISORS

DATE: July 27, 2010

SUBJECT: Request for approval of the Agreement with University of California, Davis for Training Services

BACKGROUND (Continued):

DPSS seeks a contractor that will facilitate a "boot camp" training program for current trainers, specializing in instructional design, adult learning, and presentation skill development. This type of train-the trainer program will ultimately enhance the overall productiveness of several DPSS divisions such as Children and Adult Services.

On October 19, 2009, County Purchasing released an RFP (DPARC-133) soliciting qualified contractors to train DPSS staff trainers in the concepts and practice of Instructional Design, Adult Learning, and Presentation Skill development. On 11/19/09 the bid was closed and only one proposal was submitted. The one vendor that submitted a proposal was deemed non-responsive.

To obtain training services, staff decided to collaborate with UC Davis. UC Davis has a history of providing targeted curriculum for social service agencies throughout California. Most social service agencies in both northern and southern California utilize their services due to their in-depth knowledge of human services coupled with their extensive teaching experience. Since UC Davis is a state agency, compliance with general standards of the bidding process were not required. Per Section 23-650.14 of the California Department of Social Services, "Contracts may be negotiated without formal advertising ... For any service to be rendered by any federal, state, or local government agency, public university, public college or other public educational institution.

In addition, UC Davis offers continuing education credits for all of their courses, which may be applied towards future certificates.

UC Davis will charge DPSS \$28,152 for training services. Langevin Learning Services, the one contractor that responded to the RFP, submitted a cost proposal for \$69,664. Overall DPSS would be saving \$41,512 total, by utilizing UC Davis.

ATTACHMENT(S):

- Contract AA-01758
- Sole Source Justification`

CONCUR/EXECUTE –

County Purchasing

SL:kr

Date: April 26, 2010
From: Susan Loew, Director of the Department of Public Social Services
To: Purchasing Agent
Subject: Single Source Procurement; Request for Instructional Design, Adult Learning and Presentation Skill Development

The below information is provided in support of the Department of Public Social Services requesting approval for a single source. Outside of a duly declared emergency, the time to develop a statement of work or specifications is not in itself justification for a single source.

Supply/Service being requested: For a State agency to provide Instructional Design, Adult Learning, and Presentation Skill development to current training staff.

Supplier being requested: UC Davis is being requested.

Alternative suppliers that can or might be able to provide supply/service: On October 19, 2009, County Purchasing released an RFP (DPARC-133) soliciting qualified contractors to train DPSS staff trainers in the concepts and practice of Instructional Design, Adult Learning, and Presentation Skill development. On 11/19/09 the bid was closed and only one proposal was submitted. The one vendor that submitted a proposal was deemed non-responsive.

Extent of market search conducted: Prior to the release of the RFP, extensive research was done, utilizing internet and internal resources. A total of 238 contractors were deemed qualified to provide the above services according to the County's Purchasing database, as well as an additional 30 contractors through internet research.

Unique features of the supply/service being requested from this supplier, which no alternative supplier can provide: UC Davis is a state agency and therefore is not required to comply with general standards of the bidding process. Per Section 23-650.14 of the California Department of Social Services "Contracts may be negotiated without formal advertising ... For any service to be rendered by any federal, state, or local government agency, public university, public college or other public educational institution.

In addition, UC Davis offers continuing education credits for all of their courses, which may be applied towards future certificates.

Reasons why the Department of Public Social Services requires these unique features and what benefit will accrue to the county: DPSS seeks a contractor that will facilitate a "boot camp" training program for current trainers specializing in instructional design, adult learning, and presentation skill development. This type of train-the-trainer program will ultimately enhance the overall productiveness of several DPSS divisions such as Children and Adult services.

Price Reasonableness:

UC Davis will charge DPSS \$28,152 for training services. This includes nine (9) days of training courses on location, accommodating 25 people each day. This breaks down to a total cost of \$125 per participant. Langevin Learning Services, the one contractor that responded to the RFP, submitted a cost proposal for \$69,664. This included on site training as well but a total cost of \$2,786.56 per participant. Overall DPSS would be saving \$41,512 total, by utilizing UC Davis.

Does moving forward on this product or service further obligate the county to future similar contractual arrangements? No

Susan Frew

Department Head Signature

7-26-10

Date

Purchasing Department Comments:

Approve

Approve with Condition/s

Disapprove

Mark Whitson

Purchasing Agent

4/29/10

Date

CLERK'S COPY

3. Riverside County Clerk of the Board, Stop 1010
 Post Office Box 1347, Riverside, Ca 92502-1147
 Thank you.

Agreement #GENT-2009- 2010-48

Training Services Agreement

This Agreement is made this 1 day of August, 2010 by and between The Regents of the University of California ("University"), on behalf of its Davis campus UC Davis Extension and the Department of Public Social Services ("User").

RECITALS

WHEREAS, University is a public education institution accredited by the Western Association of Schools and Colleges, and has developed a human and social services training program ("Program,") and

WHEREAS, User wishes to obtain major skills training courses for User's personnel who provide related services in fulfillment of their goals and objectives (Exhibit B, if attached);

NOW, THEREFORE, the parties agree as follows:

1. University shall present Program as set forth in Exhibit A.
 - a. Limit on attendance. No more than 30 persons per course session may attend without the prior written approval of the University.
 - b. Reschedule/cancel of class. If User reschedules or cancels any training class within 10 calendar days of start date, User shall pay for all expenses incurred up to the date on which University receives notice of the reschedule or cancellation.
2. Term. The term of this agreement shall be from July 1st, 2010 through June 30, 2011. All courses must be completed by June 30, 2011.
3. Termination. Either party may terminate this agreement by giving thirty (30) days' written notice to the other party.
4. Alteration, Amendment. No alteration of the terms of this agreement shall be valid or binding upon either party unless made in writing and signed by both parties. This agreement may be amended at any time by mutual agreement of the parties, expressed in writing and signed by both parties.
5. Fee & Payment. User shall pay University as set forth in Exhibit A. University will invoice User in arrears no more often than monthly for training completed. User shall pay University within thirty days (30) of User's receipt of University invoice. Failure to pay within thirty days may be deemed a material breach of this agreement and good cause for termination.

AUG 31 2010 3:04

2011-1-104946

6. Indemnification. Each party shall defend, indemnify and hold the other party, its officers, employees and agents harmless from and against any and all liability, loss, expense including reasonable attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, agents, or employees.
7. Insurance. University is self-insured under California law. University shall maintain this program of self-insurance throughout the term of this Agreement with retentions as follows:
 - a. General Liability (and professional liability) coverage with a per occurrence limit of a minimum of one million dollars (\$1,000,000).
 - b. Auto Liability including non-owned automobiles, with a minimums as follows:
 - 1) Bodily injury
 - a) Per person \$250,000
 - b) Per accident \$500,000
 - 2) Property damage \$50,000
 - c. Workers Compensation insurance in accordance with California state law.

If requested by User in writing University shall provide, upon receipt of a fully-executed Agreement, a Certificate of Self-Insurance naming User, its officers, agents, and employees, individually and collectively as additional insured (except for Worker's Compensation Insurance) for services provided under this Agreement.

Coverage shall apply as primary insurance and any other insurance or self-insurance maintained by the User, its officers, agents, and employees should be excess only. This insurance shall not be canceled or changed without a minimum of thirty (30) days advance, written notice given to User.

8. Confidentiality of information about individuals. University agrees to safeguard names and addresses of individuals received through the performance of this agreement in accordance with Welfare and Institution Code Section 10850.
9. Use of University name. User shall not use the name of the University in any form or manner in advertisements, reports or other information released to the public without the prior written approval of University.
10. Relationship of parties. It is expressly understood and agreed that this agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between the parties.

11. Notice addresses. All notices under this agreement shall be effective only if made in writing and delivered by personal service or by mail and addressed as follows. Either party may, by written notice to the other, change its own mailing address.

University:

Financial Services
UC Davis Extension
1333 Research Park Drive
Davis, CA 95618

User:

Department of Public Social Services
Contracts Administration Unit
P.O. Box 7789
Riverside, CA 92513

Additional University:

Center for Human Services
UC Davis Extension
1632 DaVinci Ct
Davis, CA 95618

Financial documents shall be addressed to:

Department of Public Social Services
Fiscal/Management Reporting Unit
4060 County Circle Drive
Riverside, CA 92503

12. Force majeure. In the event that performance by a party is rendered impossible by reason of strikes, lockouts, labor disputes, acts of God, governmental restrictions, regulations or other causes beyond the reasonable control of that party, performance shall be excused for a period commensurate with the period of impossibility.

University is a land-grant institution with a mission of teaching, research, public service and patient care, and it is required to recover the full cost of providing services to non-University entities such as User, and as a non-profit entity, makes no profit. Therefore, University does not have reserves from which to pay for expenditures made on behalf of User for which it is not reimbursed. In the event of a force majeure, User shall be responsible for payment of all expenses incurred to the point at which University gives or receives notice of the impossibility. If the impossibility becomes permanent, University will make best efforts to cancel or mitigate all outstanding financial commitments, and User shall be responsible for the cost of any remaining obligations.

13. Assignment. This Agreement shall be binding upon the successors and assigns of the parties. Neither party may assign the Agreement without the prior written permission of the other party.
14. Nondiscrimination. University agrees not to discriminate in the provision of service under this agreement on the basis of race; color; religion; marital status; national origin; ancestry; sex; sexual orientation; physical or mental handicap; medical condition; political affiliation; status as a Vietnam-era veteran or disabled veteran; or, within the limits imposed by law or University regulations, because of age or citizenship. University is an affirmative action/equal opportunity employer.
15. Conflict of Interest. The parties to this Agreement have read and are aware of the provisions of Government Code section 1090 et seq. and section 87100 relating to conflict of interest of public

officers and employees. University represents that it is unaware of any financial or economic interest of any public officer or employee of User relating to this Agreement. It is further understood and agreed that if such a financial interest does exist at the inception of this Agreement, User may immediately terminate this Agreement by giving written notice.

16. Waiver of Rights. No delay or failure of either party in exercising any right, and no partial or single exercise of any right, shall be deemed to constitute a waiver of that right or any other right.
17. Headings. The headings and captions contained in this Agreement are for convenience only, and shall be of no force or effect in construing and interpreting the provisions of this Agreement.
18. Severability of Terms. In the event of any conflict between any provisions of this agreement and any applicable law, rule or regulation, this agreement shall be modified only to the extent necessary to eliminate the conflict and the rest of the agreement shall remain unchanged and in full force and effect.
19. Governing law. The laws of the State of California shall govern this agreement.
20. Integrated agreement. This agreement constitutes the entire understanding between the parties respecting the subject matter contained herein and supersedes any and all prior oral or written agreements regarding such subject matter.

IN WITNESS WHEREOF, this agreement has been executed as of the date first set forth above.

THE REGENTS OF THE
UNIVERSITY OF CALIFORNIA

By *Sandra M. Stevens*
Name *Sandra M. Stevens*
Title *Dean, UC Davis Extension*
Associate Director,
Sponsored Programs
Date *11/29/10*

By *Marion Ashley*
Name *Marion Ashley*
Title *Chair of the Board of Supervisors*
Date *AUG 31 2010*

FEIN: 94-6036494

WHEN DOCUMENT IS FULLY EXECUTED RETURN
CLERK'S COPY
to Riverside County Clerk of the Board, Stop 1010
Post Office Box 1147, Riverside, Ca 92502-1147
Thank you!

FORM APPROVED COUNTY COUNSEL

BY *DALE A. GARDNER* *8/12/10*
DATE

ATTEST

KECIA HARPER-IHEM, Clerk

By *[Signature]*
DEPUTY

AUG 31 2010 3.04

EXHIBIT A

TRAINING PROGRAM

1. University will provide one (1) Unit (1 unit= 1 full day class) up to a maximum of nine (9) Units of training, in the subject areas selected by User from Exhibit B.
2. University will provide the following:
 - a. Needs assessment, curriculum planning and implementation.
 - b. Instructional and student services.
 - c. Instructional materials.
 - d. Evaluation and feedback.
 - e. Continuing education credit.
 - f. Off-site training site and audio-visual equipment when on-site facility and equipment are not available. (Extra training units may be charged.)
 - g. Off-site coordination of training
 - h. Food and non-alcoholic beverages when requested by the User in writing. (Extra training units may be charged.)
 - i. Consulting Services upon user's request, which shall include a day of one on one individual support to trainees after completion of a class. Consulting services will be billed at the Unit of Service rate.
 - j. Any other items when requested by the User in writing and approved by University. (Extra training units may be charged.)
3. DPSS will provide the following:
 - a. Training facility and audio-visual equipment.
 - b. On-site coordination of training.
 - c. Travel and per diem (included in unit of service cost per day)
4. Unit of Service shall be \$3,128 per day, with a total cost not to exceed **\$28,152**.
 - a. The University will be paid the actual amount of each monthly invoice for payment. If the required supporting documentation or actual receipts are not provided, DPSS may delay payment until the information is received by DPSS.
 - b. For months for which no reimbursement is requested, an invoice must be submitted with a "\$0" request.
 - c. The University shall submit DPSS Forms 2076A (Exhibit C) following the instructions set forth on the "Instructions for Form 2076A". Exhibit C is attached hereto and incorporated herein by this reference for request of all payments.
 - d. Each claiming period shall consist of a calendar month claiming period. Contractor Invoice estimates for May and June are due no later than the 10th of June. Actual Contractor invoices for May and June are due no later than the 30th of July.

USER'S GOALS AND OBJECTIVES

Goal: To create a boot camp for trainers to attend, giving them formal skills in several key areas of Training.

Objective: Obtain training instruction selecting a course from the following list:

1. "Creating and Supporting An-Agency-Wide Transfer of Learning System"

(Full day foundational course)

Course Description:

An actual training session is an event in the complex process of staff development. What transpires between staff, their leadership and co-workers, and the agency culture has tremendous impact on whether or not what is taught during a class transfers to the workplace.

This session is designed to help trainers and agency leaders assess and address their agency-wide transfer of learning system. It explores the context for how and when training is offered.

Topics Include:

- Promoting an agency-wide transfer of learning system so what is trained gets applied and reinforced in the workplace
- Conducting relevant needs assessments, then matching course goals, objectives and activities to meet assessed needs
- Communicating with agency leaders and staff—when everyone is overworked and stretched to the max
- Designing and implementing before/ during/ after TOL strategies
- Creating a culture that views training as an essential vehicle for achieving the agency's mission, values, and planned outcomes

2. "Adult Learners Want To Learn What THEY Want to Learn Next"

(Full day course)

Course Description:

In this fast-paced, engaging session, learners will experience methods for honoring research-based adult learning style principles.

Most adult learners want their training experiences to be relevant, expedient, interesting, current, and presented in a respectful manner. Busy agency staff often resist attending or participating in mandatory training when they believe

- a) they already know the information—or know better than those who are leading the session
- b) they will be treated like "students"
- c) they will be subjected to "talking heads" training, someone who is "covering the material" without giving participants the opportunity for meaningful participation, buy in, or skill practice

Topics include:

- Research-based principles to use as a foundation for course design and delivery
- Accommodating multiple modes of processing information and learning style preferences
- Employing cognitive and affective domain processing prompts which intentionally facilitate the assimilation of the information being delivered
- Meeting planned agency outcomes while maintaining learner-centered instruction

- Top 10 tips and pitfalls when working with adults (hint: it's NOT supposed to feel like school)
- Creating and maintaining a positive learning environment

3. "Nuts and Bolts of Curriculum Construction"

(Full day course)

Course Description

This course details a systematic step-by-step process of curriculum development, from using needs assessments to determine relevant outcomes, to course design, through sequence and flow of materials, to activities and pacing, and embedding evaluation strategies.

Topics include:

- Agreement on and understanding of the usefulness of curriculum design terminology and tools
- Focusing on desired outcomes throughout the process
- Determining the level of focus on knowledge/ attitudes/ skills
- Cross-checking for essential instructional elements
- Developing a procedure for ensuring continuous course improvement

4. "Presenting With Pizzazz"

(Full day course)

Course Description:

Even the best designed curriculum flops if the delivery style is not effective. Passion, Purpose, Personalities, Pacing, Promoting Participation, & Learning Points are all essential components of presenting with Pep and Poise.

Topics Include:

- Walking your talk -- modeling the behaviors you are promoting
- Demonstrating benefit-based, strength-based, learner (family)-centered practices that staff can employ with families
- Partnering with your participants to promote a positive experience for all
- Knowing and customizing (adapting) for your audience
- Showbiz survival essential
- Matching your training style to meet the planned outcomes
- Naming and marketing the course to the right participants
- Taking it up a degree -- going the extra customer service mile, adding pizzazz and a bit of fun and support, especially when the topic is dull or depressing

5. "Roles Trainers (and Agency Leaders) Play"

(Full day course)

Course Description:

"Training" isn't always the answer to an agency performance problem, and it isn't always confined to standing in front of 30 people telling them how to do their job (better). Sometimes the trainer (or agency leader) needs to be a coach, sometimes a consultant, and sometimes they just need to tell it like it is, model the required behavior, then send staff out to do their job differently. This course will assist staff development/agency leaders in determining which role fits a specific situation, and how to shift or blend roles in the moment, as needed.

Topics include:

- Assessing the challenge or problem to be solved
- Asking the right questions before you give suggestions
- Selecting strategies to suit the situation
- Clearly communicating your role and what is expected from others in the process
- Intentionally choosing behaviors that result in achieving your planned outcomes for specific and various situations (one size-style does not fit all)

6. "You Taught It, But Have They Got It?"

(Full day course)

Description:

This course introduces a wide range of instructional assessment and evaluation tools a trainer can employ to check for understanding during a course (while there's still time to provide additional instruction/correction), ways to "test" for (Kirkpatrick's) Level II Evaluation (comprehension/ acquisition and recall of facts and concepts) at the end of a course or series of courses, and methods for generating system-wide feedback loops between trainers, participants, supervisors and managers.

Topics include:

- designing formal and informal instruments for testing, checking for understanding, and follow-up
- Implementing system-wide feedback loops
- How to write "good and fair" assessment items
- How to help learners overcome "test" anxiety and be open to corrective feedback regarding their knowledge level and performance
- Getting beyond the "gotcha" mode of evaluation
- Knowing which type of assessment tool will give you the feedback you really need for a specific course
- Making adjustments to the course content and delivery, based on evaluation results
- Development of at least one assessment tool for existing curriculum, or a course being developed

7. "Balancing Your Training Style"

(Full day course)

Course Description:

This course helps trainers assess and identify their own training & presentation style strengths, and gives specific suggestions for promoting a balance of all 4 styles, with the goal of being more inclusive of all learners' preferences.

Topics include:

- Assessing your own style
- Strategies which promote specific style outcomes (to help the training become more balanced)
- Tools to help learners identify their style preferences so trainers can customize when designing curriculum and/or coaching specific staff

8. "This Doesn't Look Boring...Or Feel Like School!"

(1/2 day course)

Course Description:

When we create an adult learning environment full of relevant performance-enhancement opportunities, treats, comfort, and a set-up that invites participation, we get engagement. Engagement promotes attention and retention, leading to transfer of learning from the workshop to the workplace.

Topics Include:

- Creative, team-based strategies for reinforcing learning points
- Enhancing workshop effectiveness and impact with visual aids, job aids, power point, video/DVD clips, table toppers, posters, color, props, etc.
- Physical set up options and challenges

9. "Co Training Tango"

(Half-Day Course)

Course Description:

One is the leader; the other is the assistant. OR: One is the content expert; the other is the process expert. OR: Both are members of a relay team and they hand off the baton when it's their turn while the other leaves the room or sits in back and waits for their turn again. OR: One is presenting on a topic, including facilitating the activity that goes with the topic while the other remains involved in the presentation from a seat near the front, steps up to add value, when appropriate, and picks up where the other left off, transitioning to the next topic as planned, when it's his/her turn to present. There are many models of co-training. Which is most effective? Which do you prefer? **TRAINING COORDINATOR NOTE:** This workshop is most effective when co-training teams attend together.

Topics include:

- Various models of co-training
- The planning process, including awareness of the potential "hot buttons"
- Assessing whether your values and principles when you train are a good match with your co-trainers' values
- The negative consequences of typical co-training "no-nos"-- and better practices
- Strategies for communicating with co-trainers regarding difficult issues/ style differences/ role distribution and responsibilities
- Time for co-training teams to roll up their sleeves and apply what has been learned, defining/ refining their "tango" together

10. "Getting Your Butterflies To Fly In Formation"

(Half-Day course)

Course Description:

Research and personal experience reminds us that public speaking is one of the top 5 fears many people face. It is not surprising, therefore, that you might get "butterflies" when you are expected to stand and deliver. When the presenter lacks confidence and is obviously nervous, the participants are uncomfortable and focused on the weaknesses of the presenter rather than on the lessons to be learned. In this course you will learn that the trick, beyond having solid and relevant content and preparation, is to get your butterflies to fly in formation.

Topics include:

- Personal physical and mental preparation to face presentation public speaking fears and/ or nervousness
- Following checklists that insure a more successful presentation – and help you avoid common things that often do go wrong (your fears may be justified)
- Developing & honing your own presentation style so you experience and exude confidence
- Employing self-talk, focused breathing, and stress-reduction techniques
- Popular and secret presentation tips and pitfalls
- Preparing your “plan B” tactics
- Dealing with challenging participant behaviors

11. “Yes, But... I Don’t Have Time to Apply All I’ve Learned”

(Full day course)

Course Description:

This is a day dedicated to direct application: revising existing curriculum to reflect what was learned during previous courses in the series or designing a new course, applying what was learned. Attendance in the T4T course series is a pre-requisite. Participants are encouraged to bring laptops /curriculum binders/ workshop packets/ workshop evaluations/ bright ideas. This will be a customized application and production-based day, with individualized (gentle) constructive feedback.

Topics Include:

- self and peer assessment of the “gaps” in existing curriculum, based on information learned during this T4T series and on existing participant / supervisor feedback
- Instructor input, feedback, and support as you work
- Tapping mutual expertise – work shopping curriculum efforts with peers
- Developing peer review protocols, including deliberate informal feedback for on-going curriculum development and revision

COUNTY OF RIVERSIDE
DEPARTMENT OF PUBLIC SOCIAL SERVICES

Agreement #GENT-2009
2010-48

CONTRACTOR PAYMENT REQUEST

Exhibit Number: C

To: Riverside County
Department of Public Social Services
Attn: Management Reporting Unit
4060 County Circle Drive
Riverside, CA 92503

From:

Remit to Name _____
Address _____
City _____ State _____ Zip Code _____
Contractor Name _____
Contract Number _____

Total amount requested _____ for the period of _____ 20____

Select Payment Type(s) Below:

☐ Advance Payment \$ _____
(if allowed by Contract/MOU)

☐ Actual Payment \$ _____
(Same amount as 2076B if needed)

☐ Unit of Service Payment \$ _____ # of Units) X (\$) _____
_____ # of Units) X (\$) _____
_____ # of Units) X (\$) _____

Any questions regarding this request should be directed to:

Name _____ Phone Number _____

I hereby certify under penalty of perjury that to the best of my knowledge the above is true and correct

Authorized Signature _____ Title _____ Date _____

FOR DPSS USE ONLY (DO NOT WRITE BELOW THIS LINE)

Business Unit (5)	Purchase Order # (10)	Invoice #
Account (6)	Amount Authorized	
Fund (5)	If amount authorized is different from amount request, please explain:	
Dept ID (10)		
Program (5)	Program (if applicable)	Date
Class (10)	Management Reporting Unit	Date
Project/Grant (15)	Contracts Administration Unit	Date
Vendor Code (10)	General Accounting Section	Date

DPSS 2076A (8/03) CONTRACTOR PAYMENT REQUEST

DEPARTMENT OF PUBLIC SOCIAL SERVICES FORMS

Mailing Instructions: When completed, these forms will summarize all of your claims for payment. Your Claims Packet will include **DPSS 2076A, 2076B** (if required), invoices, payroll verification, and copies of canceled checks attached, receipts, bank statements, sign-in sheets, daily logs, mileage logs, and other back-up documentation needed to comply with Contract/MOU.

Mail Claims Packet to address shown on upper left corner of DPSS 2076A.

[see method, time, and schedule/condition of payments].

(Please type or print information on all DPSS Forms.)

DPSS 2076A

CONTRACTOR PAYMENT REQUEST

"Remit to Name"

The legal name of your agency.

"Address"

The remit to address used when this contract was established for your agency. **All address changes must be submitted for processing prior to use.**

"Contractor Name"

Business name, if different than legal name *(if not leave blank)*.

"Contract Number"

Can be found on the first page of your contract.

"Amount Requested"

Fill in the total amount and billing period you are requesting payment for.

"Payment Type"

Check the box and enter the dollar amount for the type(s) of payment(s) you are requesting payment for.

"Any questions regarding..."

Fill in the name and phone number of the person to be contacted should any questions arise regarding your request for payment.

"Authorized Signature, Title, and Date (Contractor's)"

Self-explanatory (required). Original Signature needed for payment.

EVERYTHING BELOW THE THICK SOLID LINE IS FOR DPSS USE ONLY AND SHOULD BE LEFT BLANK.